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ABSTRACT

The purpose of the 1975 Migrant Summer School was to: (1) expand the migrant child's vocabulary, (2) improve his academic ability, (3) develop cultural enrichment, and (4) facilitate social adjustment. Specific objectives were: (1) developing reading skills to enable students to read easily materials on different levels, (2) developing writing skills for self expression, (3) acquiring an extended oral vocabulary in English to complement the student's basic home-acquired Spanish language, (4) learning basic math, (5) developing a positive attitude toward school by offering opportunities for each child to experience success, and (6) effecting an awareness of the importance of the Mexican American's cultural heritage. Of the 59 children in grades 1-6 enrolled in the program, 25 were current migrants and 34 were 5-year migrants (children whose parents have "settled" in a community within the last 5 years). The Altus Migrant Linguistic Laboratory Summer Program was coordinated with the program. Students attended the lab on a volunteer basis. Homeroom teachers gave a brief evaluation of the students with apparent academic difficulties and parents signed a slip giving their child permission to attend the lab. Health services and type A lunches were provided. Interest was kept at a peak through field trips. Overall the program was a success. (NQ)

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Altus Migrant Summer School

1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ALTUS INDEPENDENT SCHOOL DISTRICT 18
ALTUS, OKLAHOMA
Dr. Morris Foster, Superintendent

TITLE I ESES

ALTUS MIGRANT SUMMER PROGRAMS

JUNE 2, 1975 - JULY 11, 1975

ALTUS INDEPENDENT SCHOOL DISTRICT 18

UNDER SUPERVISION OF:

DR. MORRIS FOSTER.....	SUPERINTENDENT OF ALTUS PUBLIC SCHOOLS
MR. RAYMOND WILLINGHAM.....	STATE DEPARTMENT OF EDUCATION-ADMINISTRATOR FOR MIGRANT PROGRAMS
MR. SMITTY WILLIAMS.....	STATE DEPARTMENT OF EDUCATION-COORDINATOR FOR MIGRANT PROGRAMS
MR. EARL HERRON.....	DISTRICT COORDINATOR FOR MIGRANT PROGRAMS
MRS. GLENN BRYAN.....	ALTUS FEDERAL PROJECTS COORDINATOR
MRS. WELDON FERRIS.....	PUBLICITY DIRECTOR FOR SUMMER MIGRANT PROGRAM

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MIGRANT SUMMER SCHOOL FACULTY

1975

WILSON SCHOOL 905 N. Willard 482-0514

FACULTY:

Ms. Ruth Fox.....	1110 Elder DIRECTOR OF SUMMER PROGRAM	482-4626
Ms. Marilyn Crossland..	301 Mockingbird Dr. N. SUMMER LABORATORY DIRECTOR	482-8624
Ms. Deborah Thomas.....	2501 Pawnee	482-3737
Ms. Grace Dempsey.....	213 Lakeside Dr.	482-3310
Ms. Morene Popchoke....	805 Sycamore	482-2643
Mark W. Whitlock.....	2009 Bluebird Ln.	482-7318

AIDES:

Ms. Lillian Bell.....	1109 Loyadell	482-1386
Miss Olga Barrera.....	813 N. Jackson	482-7635
Ms. Petra Chavarria....	1218 N. Lee	482-7018
Miss Mary Buck.....	1908 La Donna LAB AIDE	482-0527
Mark Foster.....	4 Union Circle	482-6275

COOKS:

Ms. Opal Rabalais.....	1118 N. Lee	482-3803
Ms. Leota Bond.....	1118 N. Willard	482-1562
Miss Mary Stark.....	717 N. Lee	482-4241

CUSTODIAN:

Epifanio Longeria.....	1616 Pluto	482-4644

ELIGIBILITY

Interstate - A child who has moved with a parent or guardian from one state to another within the past year in order that the parent or guardian might secure employment in agriculture is classified as interstate.

Intrastate - A child who has moved with a parent or guardian from one school district to another within the state during the past year so that the parent or guardian might secure employment in agriculture is classified as intrastate.

Five-Year Eligibility Provision - Should a family meeting either of the above conditions decide not to continue to follow the crops but "settle" in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 89-750 for a period of five years with written consent of the parents.

QUALIFICATION FORM

I certify that the children named below last moved across school district boundaries with me on _____ (month, year) while I was seeking employment in agriculture or a related food processing activity. I consider _____ (school district) as my home-base school.

NAMES OF CHILDREN:

_____ _____ _____

_____ _____ _____

_____ _____ _____

I consent to the enrollment of the student (s) named above in a special education program.

signed _____
Parent or adult guardian

TO BE COMPLETED BY SCHOOL OFFICIAL

In agreement with the definitions on the reverse side of this form, the student is eligible under the category indicated below (check one):

_____ Interstate

_____ Intrastate

_____ Five-Year Eligibility Provision

_____
School administrator completing application

Keep one copy in school file for each child participating in special education program funded by P.L. 89-750 funds.

NEEDS FOR SUMMER MIGRANT STUDENTS 1975

1. Expand Vocabulary
2. Improve Academic Ability of Pupils
3. Develop Cultural Enrichment
4. Facilitate Social Adjustment

OVER-ALL OBJECTIVES:

I. By giving each child a snack (juice, cookie, orange, chocolate milk, or a donut) when he arrives at school, should help him to be more alert throughout the morning.

II. At the end of the 6 wks., through participation in the 30 minute opening exercise, we expect each child to be able to:

A. Recite the "Pledge to the Flag" in Spanish as well as English.

B. Demonstrate good manners by sitting quietly and listening to a story being told or read to them.

C. Identify himself with his peers by singing songs and playing simple games as: Ten Little Indians, Bingo Was His Name, Simon Says, etc.

III. Reinforce effective work skills learned in regular school term in addition, subtraction, multiplication, and division through drills, work sheets, chalkboard work, games, puzzles, and records.

IV. Help each child become more fluent in Reading and Oral Language Development through reading simple library books, role playing, tapes, records, listening to stories, field trips, and discussions.

V. Through the Media of Arts and Crafts each child should be able to complete projects, compare work, and find enjoyment.

VI. Feeding a well balanced Type A lunch each day will encourage good eating habits, introduce new foods, and improve overall health.

VII. Providing laboratory activities, for not more than 15 children, needing extra help academically.

SPECIFIC OBJECTIVES FOR 6 WEEKS SUMMER SCHOOL 1975

1. Development of reading skills which will enable students to read easily materials on different levels.
2. Development of writing skills for self expression.
3. Acquisition of an extended oral vocabulary in English which will complement their basic home-acquired Spanish language.
4. Learning basic math.
5. Development of a positive attitude toward school by offering opportunities for each child to experience success.
6. Effecting an awareness of the importance of the Mexican-American's cultural heritage.

Some Suggested Activities for Meeting Objectives:

1. Help children speak English correctly.
   A. Distinguish between sh - ch sounds.
   B. Construct correct sentence patterns V.N.V.
   C. Recite poetry, songs, oral reading.
2. Help children to improve their written English.
   A. Write thank-you notes after field trips.
   B. Punctuate sentences correctly.
   C. Distinguish between asking and telling sentences.

3. Develop good listening habits.
   A. Listen and follow teachers directions.
   B. Listen attentively to another student as he tells the group something of value to him.
   C. Take turns speaking.
4. Develop good behavior attitudes and good behavior practices.
   A. Respect the individual
      1. Listen to what he has to say
      2. Speak well of others
      3. Keep voices low
      4. Take turns
   B. Assume responsibility
      1. Return permission slips on time
      2. Empty tray at noon
      3. Pick up paper from floor
      4. Care for the books properly
      5. Clean paint brushes and put away art materials
      6. Be responsible for personal belongings
5. Encourage and practice good health habits.
      1. Brush teeth after morning snack and after noon meal.
      2. Wash hands after using toilet and before noon meal with soap.
      3. Keep bathroom clean.

DAILY SCHEDULE

8:00.....8:30	Snack
	Flag Salute (Spanish and English)
	Opening assembly by rooms.
	(Songs, Stories, Skits, Films, ect.)
8:30.....10:15	Language Arts
	Math
	Older Children Laboratory
10:15.....10:30	Physical Education
10:30.....11.30	Arts and Crafts
	Primary Children Laboratory
11:30.....11:40	Clean-up
11:40.....12:00	Lunch
12:00	Dismiss

LABORATORY SCHEDULE

7:30.....8:30	Help with children at school
8:45.....9:15	Remedial work for upper grades
9:30.....10:00	Remedial work for middle grades
10:00.....10:30	Physical Education at school
10:45.....11:25	Remedial work for primary grades
11:25	Back to school for lunch
12:00	Dismiss
*Suggestion:	Not more than four children per lass.

Dear Parents,

Summer school for migrant children in grades 1 through 6 will start on _____. It will be held at Wilson School Monday through Friday from 8:00 a.m. until 12:00 noon. Summer school will last for six weeks closing on _____.

A snack in the morning and a hot meal at noon will be provided at no charge.

Transportation for summer school is not provided. If you live too far away for your child to walk, perhaps you could take turns driving with some others in your neighborhood who might be coming.

Summer school is always a lot of fun, with studies, arts and crafts and special activities. We hope your child can come.

If you want him to attend summer school please sign the form below and have your child return only the bottom part of this sheet to his teacher by _____.

Sincerely,

_____
Director of Migrant Lab

My children listed below have my permission to attend summer school at Wilson Elementary _____ to _____from 8:00 a.m. until 12:00 noon.

Childs Name

_____

_____

_____

_____
Parent's Signature

TO THE PARENTS OF _____

By signing this slip, we will give our child permission to attend special classes at the Linguistic Lab., 215 N. Lee. These classes will be held between the hours of 8:30 and 12:00. There will be no afternoon classes.

We also agree that we will not hold the school and or driver responsible for accidents incurred while our child is enroute to and from school.

Parents Signature _____

TO THE PARENTS OF _____

We, the undersigned parents of _____ at _____ (Name of School), do agree that we will not hold the school responsible in any way for accidents incurred while your child is participating in school trips. We also agree we will not hold the school liable for any accidents incurred on school trips.

Also, by signing this slip, you will give your child permission to take the field trips we have planned for the summer.

_____

(Parent or Guardian's Signature)

As a special treat, the children of the Wilson Summer School will take a bus trip to Quartz Mountain State Park, Wednesday, July 9, 1975.

We the undersigned parents of _____ do agree that we will not hold the school responsible in any way for accidents incurred while _____ is participating in this trip.

We will leave from Wilson School at _____ a. m. and will return approximately _____. This will be a free trip for your child.

If you give _____ permission to take this trip, please sign this slip and return it to school with your child.

_____

Signature of parent or guardian

STUDENTS ENROLLED
1975

NAMES	ADDRESSES
Casias, Connie	618 W. Hardy
Casias, Lucinda	618 W. Hardy
Casias, Yolonda	618 W. Hardy
Castillo, Joey	203 E. Liveoak
Dominquez, Ernest	908 N. Willard
Dominquez, Jeanette	908 N. Willard
Dominquez, Mike	908 N. Willard
Esquivel, Betty	819 N. Benson
Estraca, Jimmy	619 W. Hardy
Estraca, Judy	619 W. Hardy
Galvan, Beatrice	519 W. Liveoak
Guerra, Armando	720 N. Benson
Guerra, Arturo	720 N. Benson
Guerra, Joe	720 N. Benson
Guerra, Julie	720 N. Benson
Hernandez, Carmen	303½ W. Liveoak
Hernandez, Lupe	303½ W. Liveoak
Hernandez, Marchel	303½ W. Liveoak
Martinez, Janie	705 W. Sutherland
Martinez, Lupe	705 W. Sutherland
Martinez, Sylvia	705 W. Sutherland
Mata, Luis	303 W. Walnut
Molina, Cleo	314 E. A
Moreno, Alma	805 W. Commerce
Moreno, Joe	805 W. Commerce

(Cont.)

Moreno, Noemi	805 W. Commerce
Moreno, Susan	805 W. Commerce
Ochoa, Eddie	521 W. Walnut
Olbera, Paul	308 E. Walnut
Ortiz, Lolin	620 W. Liveoak
Ortiz, Nelba	620 W. Liveoak
Ortiz, Robert	800 W. Sutherland
Redford, Anita	508 S. Jackson
Redford, Leroy	508 S. Jackson
Redford, Linda	508 S. Jackson
Redford, Patricia	508 S. Jackson
Redford, Patrick	508 S. Jackson
Reyes, Igonacio	203 E. Liveoak
Reyes, Martha	203 E. Liveoak
Romero, Irene	1004 York
Romero, Jesse	1004 York
Romero, Joey	1004 York
Sanchez, Mary	409 W. Liveoak
Sanchez, Ricky	409 W. Liveoak
Sanchez, Tony	409 W. Liveoak
Shears, Joe	424 E. Everett
Solis, Johnny	802 N. Howse
Solis, Rosa	802 N. Howse
Tovar, Caesar	112 S. Blain
Tovar, Claudio	112 S. Blain
Tovar, Ernest	112 S. Blain
Tovar, Guillermina	112 S. Blain
Tovar, Joe	112 S. Blain
Torres, Roger	808 W. Commerce

(Cont.)

Garcia, Edward	E. Pecan
Garcia, Freddie	E. Pecan
Garcia, Sylvia	E. Pecan
Rodriquez, Diana	720 N. Benson
Rodriquez, Jo Ann	720 N. Benson
Martinez, Christine	519 W. Liveoak

FIELD TRIPS MADE DURING THE 1975 SUMMER TERM

MUSEUM OF THE WESTERN PRAIRIE

KWHW RADIO STATION

KELLWOOD

ALLADIN'S BEAUTY COLLEGES INC.

GALLOP'S MUD HUT (CERAMIC WORK)

MRS. THOMAS' HOME

HIGH SCHOOL

GRANITE REFORMATORY

SOUTHERN MAID DONUT SHOP

QUARTZ MOUNTAIN STATE PARK

OKLAHOMA CITY (CAPITOL-CIRCUS)

McDONALDS (LAWTON)

SOUTHWESTERN BELL TELEPHONE COMPANY

LIBRARY

FIRE STATION

FIRST NATIONAL BANK (Dennis Vernon tour guide)

COMMUNITY INVOLVEMENT

Mrs. Kenny Green.....Gave girls manicure.

Mrs. Joe Carrisalez.....Taught students to make pinatas.

Mrs. Bill Austin.....Spending the summer in Mexico attending school. Interested in speaking Spanish.

Joe Carrisalez.....Guest speaker for opening exercises.

Dr. Morris Foster.....Visiting with children.

Earl Herron.....Up-dating faculty.

George Dempsey.....Picture taking

Numerous parents

HEALTH SERVICES

Health records on each student were checked for current vision and audio tests and the need for follow-up on any noted health problems. Two students were screened for audio and acuity. They were Martha Reyes and Ignacio Reyes. The results of the test were negative. One student, Joe Moreno, was referred to his eye doctor for an adjustment to his glasses.

Luis Mata developed a toothache. His aunt was contacted and it was recommended that an appointment be made for him, with the Migrant Dental Clinic.

Good health habits were stressed during the summer session.

The School Nurse was on call each school day from 7:30 to 12:00. First aid was administered as indicated to the following students for various injuries and maladies:

Betty Esquivel
Ricky Sanchez
Luis Mata
Tony Sanchez
Rosa Solis
Connie Casias

Melba McAnallen
School Nurse

PLEDGE OF ALLEGIANCE TO THE FLAG

Juro fidelidad a la bandera
de los Estados Unidos de America
y a la Republica que representa
una Nacion, bajo Dios, indivisible,
con libertad y justicia para todos.

I pledge allegiance to the Flag
of the United States of America
And to the Republic for which it stands
One Nation, under God, Indivisible
With Liberty and Justice for all.

SONGS

MICHAEL, ROW THE BOAT

SARA SPONDA

ALL NIGHT, ALL DAY

ON TOP OF SPAGHETTI

THE FROG

DO YOUR EARS HANG LOW

JOHN JACOB JINGLE HEIMER SMITH

DEEP AND WIDE

SHE'LL BE COMING AROUND THE MOUNTAIN

ARE YOU SLEEPING BROTHER JOHN

LITTLE RED CABOOSE

THIS OLE MAN

I'VE BEEN WORKING ON THE RAILROAD

I WENT TO THE ANIMAL FAIR

ROW YOUR BOAT

TEN LITTLE INDIANS

OLD McDONALD

WADDLE DE OCHA

WHEELS ON THE BUS

LOOBY LOO

HE'S GOT THE WHOLE WORLD IN HIS HANDS

AMERICA

BINGO

IF YOU'RE HAPPY

FOUND A PEANUT

HOKEY POKEY

AIDES

PERSONAL APPEARANCE

Girls	Boys
Dresses or slack sets	Shirts with sleeves
Hair clean and brushed	Shaved each day
Moderate make-up	Hair clean and combed

DUTIES:

Enter into all activities with children as singing, playing games, etc.

Children that are in your care must be watched carefully.

You are the adult, remember, not on the same level with the child.

Do not leave your responsibilities to be with other groups.

Do not "gang up" with other aides. Do your visiting after school.

Be prompt in the mornings and do not rush off at noon.

Do not leave school without permission of your director.

During the outside physical education period participate with the children, do not sit watching them.

Feel free to discuss problems with your cooperating teacher.

Please do not chew gum in front of children.

Remember, you are a very important part of the program, be a part.

MIGRANT DIRECTOR DUTIES

These are some questions and answers that might be helpful to a Migrant Summer School Director.

1. How do you get students to attend summer school?

   A form is sent home by each child that is eligible before the regular school term is dismissed. These forms are brought back to the home room teacher and collected by the Director.

   The Laboratory Instructor encourages pupils to attend.

   Home visits are made by the Director. This is the most satisfactory method since many of the children are not in regular school as they move in and out of Altus. Taking a Spanish-speaking aide establishes better rapport with the home.

2. What are the hours for summer school?

   7:30 until 11:30 a.m. Breaks when necessary.

3. Do the children get free lunches?

   Yes. When the children arrive at 7:30, we have found most of them have not eaten. We provide a variety of snacks such as juice, cookies, milk and doughnuts, cereal and fruit. At 11:30 they are provided a well balanced meal.

4. Are basic texts used?

   No. A regular school program is not followed. Each teacher makes and follows her own objectives for her particular group.

5. What are some media teachers use?

   Records - phonics, mutiplication facts,
   Puzzles - vocabulary games,
   Films - language master - field trips - songs - art, crafts, poems, dramatization.

6. How are children grouped?

   According to previous grade, age, maturity and size of students. Sometimes friendship is a factor in putting children together.

7 What is done upon arriving the first morning of school?

Children are enrolled, then taken into the cafetorium by the aides They are fed and made to feel at ease until enrollment is completed. They are assigned to rooms and are taken there by their teachers

8 How do we maintain attendance?

Spacing field trips to encourage interest Enthusiastic teachers. Trying to keep something for the children to look forward to the next day. Food and health services.

9. Are grades given?

No.

10. Are there any special activities at the end of school?

Yes. We usually have an open house for parents and friends.
Picnics are usually successful in getting parents involved.

LOWER GRADES - EVALUATION

Goals:

I. Increase abilities in using the English language, both oral and written.

II. Strengthen Math concepts.

III. Provide new and meaningful experiences for the children.

IV. Develop creativity.

V. Encourage good health habits.

VI. Develop better attitudes toward other people.

Objectives:

I. Provide activities to help children develop abilities in speaking and writing the English language.

A. Individual worksheets (various skills)

B. Flash cards.

C. Vowel charts and cards.

D. Weekly Reader Phonics Workbooks.

E. Learning to Read with Phonics Series (work books and records)

F. Look, Listen, and Learn Series.

G. Games, records, and story books.

II. Provide activities to help children in strengthening Math concepts.

A. Flannelboard activities.

B. Worksheets (various skills)

C. Counters and sets.

D. Games and Number Drills.

III. Provide opportunities for children to gain new experiences.

A. Field trips.

B. Arts and crafts projects.

IV. Provide activities with which to develop creativity.

A. Arts and Crafts Projects.

(1) String painting

(2) Water color

(3) Tempera prints

(4) Paper scrap pictures

(5) Sand pictures

(6) Musical instruments

(7) Paper plate puppets

(8) Plaster "Peanuts" characters

B. Puppet Shows

(1) Making puppets

(2) Presenting puppet shows to the students in summer school

C. Experience stories

(1) Discussion

(2) Individual children contributing ideas for story being written

V. Provide daily practice of good health habits.

A. Brushing teeth each morning after snack.

B. Washing hands after going to restroom and before eating lunch..

C. Encouraging children to try all foods served at lunch.

(1) Learn to like different foods

(2) No wasted food

D. Class discussion and activity pages on proper care of the body.

VI. Through daily activities, help children gain a better attitude toward other people.

A. Sharing games, books, puzzles

B. Playground activities

C. Working together on art projects

D. Working together in puppet shows

E. Eating lunch together

F. Going on field trips

Evaluation:

In our summer school class, we averaged fourteen students. We had some who started, then had to leave. We gained other new students during our school weeks. This is the main purpose of our school - to provide opportunities for the children who do have to move in and out of our area. New children who came in seemed to adjust quickly and were interested in the activities of our class.

Many of the children were weak in the areas of math and language arts. Two of our girls, even though they had already been in first grade, did not know their numbers, by sight, up to ten. Two of our boys and three of our girls had a great deal of trouble with basic number facts. Some of these students had been in first grade this past school year and some in second grade.

Two of our girls who were very withdrawn and shy at first improved greatly during our weeks of school and took a more active part in our activities. They especially enjoyed the puppets and the puppet shows.

We were able to give much individual help to these students who were having difficulties with their work. Through the various activities in math and language arts, these children should show improvement in their school work next year.

Working together each day in different activities, the children developed a better attitude toward sharing and getting along with each other.

It is our hope that the experiences and attitudes gained during our class this summer will be of great benefit to the students with whom we worked.

Morene Popchoke

Olga Barrera, Aide

LOWER GRADES - EVALUATION

Goals:

I. Improve each student mentally

II. Improve each student socially

III. Improve each student physically

Objectives:

1 Improve each student's self-image

A. Teacher and aide made their personal appearance and attitude in class pleasing and attractive, so to be conducive to imitation.

B. Learned children's names quickly. (Everyone likes to hear his own name.)

C. Let the children feel free to tell the teacher and aide exactly how he feels. (To establish good rapport.)

D. Had a collection of easy-reading books and stories concerning minority groups (Spanish-speaking, etc.) available for free reading time so children could identify with heroes in literature they could understand.

E. Encouraged older students in the room to help some younger ones:

(1) This kept the younger one's anxiety level down.

(2) They learned more freely.

(3) It encouraged all students to participate more fully in our school-room activities.

F. Gave each student his own pencil, crayons, coloring book, and activity book, to put his name on and keep

in his own desk.

G. Displayed as many children's projects as possible in the room.

(1) A mini picture on a jar lid.

(2) A flower arrangement of plastic flowers.

(3) A throw pillow made by joining two wash clothes.

(4) A small terrarium in a glass container.

(5) Rock characters.

H. Every child was on the stage before the entire group to participate in some creative form of dramatics.

I. Had our local Mexican-American scout leader as guest speaker.

(1) Stressed clean speach

(2) Clean body habits

(3) Making friends

(4) Getting as much as possible from school

(5) Staying in school until graduation

2. Improve each student's social skills.

A. Encouraged and complimented good manners in the lunch room.

B. Encouraged group participation in sports at recess.

3. Developing language and academic skills

A. Each student made sentences with, and spelled ten new words each day.

B. Helped improve auditory attention

(1) Story-telling

(2) Films

(3) Record playing of stories and songs.

C. Provided a choice of math drills each day.

D. Made a clock-face to tell time on.

E. Each student read from a book on his own independent reading level.

4. Expanded cultural experiences

A. Hiked to the Altus Museum of The Western Prairie.

B. Visited the Southern Maid Bakery.

C. Trip to Oklahoma City...State Capitol Tour and The Barnum Bailey Circus.

D. Toured the new First National Bank of Altus.

E. Went on a bird hike.

F. Visited the home of one student and saw baby chicks, ducks, turkeys, and a peacock.

G. Ate at Quartz Mountain State Lodge, at Lake Altus.

5. Establishing better health and safety habits.

A. Encouraged clean body and clothing

B. Always washed before dinner

C. Talked about good diets and trying new foods

D. Stressed awareness of accidents from carelessness at home and at school

E. Used First-aid treatment on all skin breaks

Evaluation:

The students enjoyed school every day. Not a single one missed from his own reason.

Every student completed each art project.

Every student averaged reading one story per day.

The new students overcame their shyness and became one of the group.

The students showed good manners on our field trips, in the classroom, and on the playground. They improved in their attitude of winning, losing, and sharing with fellow students.

Grace Dempsey
Petra Chavarria, Aide

UPPER GRADE GIRLS - EVALUATION

Objectives:

I. Language Arts

A. Students will be able to list and define thirty new words at the end of six weeks. (Learning by means of crossword puzzles and password.)

B. Students will demonstrate knowledge of long and short vowel sounds and hard and soft consonants by playing the "Group Sounding Game."

C. Students will be able to unscramble thirty-five new words thus demonstrating their ability to spell new words.

D. Students will demonstrate correct word usage and imagination by original story telling.

II. Personality Development

A. Students will become aware of the importance of personal hygiene and neatness by:

(1) Giving each other manicures using proper techniques.

(2) Having hairstyled professionally.

(3) Class discussions of bathing, laundering, etc.

B. Students will demonstrate their knowledge of good manners and socially acceptable behavior during field trips to various places.

C. Students will be able to work together cooperating and sharing responsibilities while creating arts and crafts projects and during various learning activities.

D. Students will gain confidence and pride in themselves by means of leading songs for the group, achieving sucess in sports activities and making art objects of their own.

III. Cultural Awareness

A. Students will be able to discuss various life styles as seen in movies and during field trips to teachers' homes, restaurants, etc.

B. Students will demonstrate their appreciation of creative arts by painting, singing, participation in original skits and listening to records.

C. Students will prepare and serve a Mexican dinner in an effort to stimulate pride in their own Spanish culture.

Evaluation:

This group of girls ranged in ages from nine to thirteen. Their abilities and limitations were widespread, therefore, individualized instruction was used whenever possible.

It is difficult to evaluate the group as a whole, however, there were some specific individual improvements. Some of the girls became more conscious of good manners- this was evident in their usage of please, thank you, etc. Others noticeably improved their attitudes about sharing and working together. Whether this is temporary or permanent behavior modification remains to be seen.

All of the girls developed some sense of self worth and confidence as praise and reward were the motivating factors

in our class. Also each of the girls made individual progress in achieving important steps toward maturation.

Deborah Thomas

UPPER GRADE BOYS - EVALUATION

Objectives:

I. Improve basic math skills

II. Learn more about the community and state

III. Develop self-confidence and responsibility

IV. Become more physically fit

V. Develop better attitudes toward others

VI. Promote pride in themselves and in their heritage

Methods of attaining these objectives:

I. Math

A. Used timed speed tests for addition, subtraction, multiplication, division. A race track was drawn on the chalkboard with a start and finish line. Each child made his own race car and each time he improved on his test score moved his car forward. Those crossing the finish line by the end of the term received special prizes.

B. Worksheets and crossword puzzles on four basic processes

C. [illegible]ard work

D. Games

(1) Quizmo (addition and subtraction)

(2) Multo (multiplication)

II. Community and state

A. Taking field trips within the community

B. Touring the Oklahoma Capitol

C. Class discussion and color sheets from Respect for America relating to:

(1) Community

(2) Citizenship

(3) Great Seal of Oklahoma

(4) Flag of Oklahoma

(5) Map of Oklahoma with different counties

(6) Oklahoma Capitol

(7) Lawmakers

III. Self-confidence and responsibility

A. Planting a garden and caring for it

B. Singing and performing in opening assembly

C. Duty assignment for the week

(1) Take out and bring in softball equipment

(2) Feeding fish, etc.

D. Opportunity for success in academic work

IV. Physical fitness

A. Exercises every morning

B. Participation on softball team

V. Attitudes

A. Toward each other

(1) Playing softball together

(2) Working with arts and crafts

(3) Making home-made ice cream and serving the girls

(4) Eating together

(5) Working in the garden

(6) Participating in opening assembly

(7) Eating and complimenting the girls on the Mexican dinner they prepared

B. Toward community

(1) Field trips

(2) Guest speakers

VI. Pride and heritage

A. After much practice, playing together as a team against a city-league team

B. Enabling them to show their arts and crafts projects

(1) Ceramics

(2) Wooden key holders

(3) Paper mache

(4) Ash trays

C. Making their own pinatas for a party

D. Providing Mexican-American speakers

E. Helping with a Mexican dinner

Evaluation:

In math many children crossed the finish line by improving on the four basic processes. The children were on many different levels, but all made improvement. My aide proved very important in helping slower students.

Probably one of the most enjoyable projects not only for the students but for myself was to organize a softball team. This enabled the boys to really work together and develop self-confidence and pride. It kept up their enthusiasm. The big moment came when we played and defeated a city-league team.

Self-confidence and pride were shown in many other ways including: harvesting and eating vegetables from the garden,

arts and crafts projects, making home-made ice cream and performing during the opening assembly.

I feel this is a very worthwhile program because it gives the children so many opportunities to do things they normally would be unable to do. It enables teachers (with the help of an aide) to work in small groups or on a one-to-one relationship with children.

Mark Whitlock
Mark Foster, Aide

MIGRANT LINGUISTIC LABORATORY

Laboratory Objectives:

I. To motivate in the child a desire to express himself in English without destroying his pride in his mother tongue and the culture it represents.

II. To stimulate vocabulary development.

III. To provide opportunities for children to grow in their self concepts, to improve their appearance and to become more adequate in their personal relationships.

IV. To enable the child, regardless of culture or language background, to achieve normal progress in the classroom.

V. To offer all students the opportunity to experience success.

Schedule:

The Altus Migrant Linguistic Laboratory Summer Program was coordinated with the morning Migrant School. The children arrived at Wilson School between 7:30 and 8:00. They were served breakfast and took part in the opening exercises.

The students came to the lab on a volunteer basis. The homeroom teacher gave a brief evaluation of the students who had apparent academic difficulties. The parent of each child signed a slip giving his child permission to attend the lab. The lab director and aide transported the children to and from the lab and Wilson school by car.

The lab schedule was flexible and was changed frequently to conform to the classroom teacher's schedule.

Materials:

Musical Multiplication Tables

Reading, Listening Comprehension

Listen and Do

Activity Records

Addition and Subtraction Flash Cards

Language Master

Controlled Reader

Peabody Language Kit

Economy Readers

Cognitive Growth Kit

Goals In Spelling Series (filmstrip)

Dolch Words

Threshold to Reading (filmstrip)

Think, Listen and Say

Beginning Fluency In English as a New Language

Flash-X

8 m.m. Films

I. Fun With Words

II. A is for Alphabet

III. Reading for Beginners Using

IV. Contex Clues

V. From Sentences to Paragraphs

VI. Words That Name and Do

VII. Let's Count

VIII. Old Woman In A Shoe

(Beginning Number Concepts)

Evaluation:

The children attended the lab on a volunteer basis. These children needed help in the academic areas of reading and math more than in language development as in the previous year.

The most effective material used with the intermediate age children was musical multiplication tables. There was always enthusiasm when using this method. There was an extremely wide variance in the academic needs of the middle age children. They ranged from learning the letters of the alphabet to learning multiplication facts. Two of our primary children had great difficulty in learning the number concepts from one to five. Thirty minutes was spent each day in this one area.

We strived to help each child gain more confidence in himself so that he might be more able to achieve.

Marilyn Crossland
Mary Buck, Aide

OVERALL EVALUATION

Fifty-nine children enrolled in the 1975 Migrant Summer School held at Wilson Elementary. Of the fifty-nine enrolled 25 were current migrants and 34 were five-year. At the end of the session 42 children were still on roll. Six children had perfect attendance.

The first three weeks the average daily attendance was 48.06+. The last three weeks the average daily attendance was 41.35+. The decline in attendance was due to field work and following the crops. Some children could only attend a few days.

One of our more effective programs this summer proved to be the daily morning assemblies. Each class took a week to be in charge of the thirty-minute activity. Through puppet shows, skits, films, songs, musical instruments and games each child was able to build his self confidence. The observable results were rewarding. Each child participated on the stage in front of an audience. (This was the first time for many of them) A second observable result, as reported by teachers, classroom behavior was improved and there was a "bubbly" enthusiasm among the students.

Interest was also kept at a peak through field trips as well as an interesting curriculum developed by each individual teacher for his or her own particular group.

The noon meal was the high point of the day. Type A lunches were served. The children ate most any food that was

served and many returned for seconds. This lunch was a big factor in keeping students in school. Most of the children showed a weight gain with personal appearance and manners improving.

A school nurse was on call from 7:30 until 12:00 noon daily and did administer first-aid to several children. Our health problems were minor this summer.

We did not attempt a testing program since most of the children had been tested in their regular term of school. The time element did not allow us to derive enough benefits from Standardized Achievement Tests. Also children dislike testing and will miss school rather than be tested.

The major portion of the school day was spent in developing language skills-listening to and understanding English, speaking, reading and writing English. Some emphasis was placed on number concepts in arithmetic. During the morning break physical education was stressed through organized games and rhythmic activities. Arts and crafts completed the morning program. This allowed the children a way of expressing their ideas and feelings, to develop a sense of order in communicating to others and to educate their emotions. Cleanliness, social behavior and good health habits were coordinated with the lunch hour.

There is no accurate way of evaluating the results of the six-week summer school, other than personal observation. Improved attitudes, a sense of belonging, taking part in activities, attending school when possible were favorably noted.

The dedicated, interested teachers showed love and affection for the migrant children by hugging, praising and participating in their games. This was a necessary attribute in the migrant teacher since these children had to be instilled with the idea that they did not have to be stripped of their culture in order to be accepted or successful in school. From the varied learning experiences of this summers program the staff hopes these Mexican-American children will be better equipped to cope with their environment.

Ruth Fox
Director